

FINAL REPORT PROJECT_ 2018-1-ES01-KA103-047093

The Project is integrated into the modernization and internationalization strategy that the Institution management team has drawn up and in which the Erasmus + Program takes a fundamental place. For many years now, the Escuela de Arte Pedro Almodóvar participates in the Erasmus program, with annual mobility projects and projects as a member of strategic associations, former Comenius and now called k2. However, since the opening of the Erasmus + Program, these actions have become of prime importance due to the objective of achieving educational excellence that this management team has on its agenda. To this end, the Erasmus + program provides, through its various actions, very unique tools and possibilities that enable the exchange, enrichment and unification of efforts with different European institutions. It would be very difficult to find these possibilities without belonging to this program and that is why it has a special interest in the educational strategy of the institution. In addition, the granting of the new ECHE 21-27 has provided a new impetus when it comes to implementing measures that lead us to improve the practices of the program as a whole, which previously occupied an important position in the organizational structure of the Institution. Context of the project: Mobility for students traineeship of Interior Design field, higher education and mobility of staff training -Companies in the interior design and architecture sector, directly related to the studios located in Pesaro, Italy, for the mobility of trainees. Through experience in the program and participation in strategic associations, the institution has been able to contact and establish relationships with companies in the architecture and interior design sector as a complementary action to the objectives of these other projects. Through this direct and personal knowledge, several companies have been selected in the city of Pésaro, among which AP / Architteti meets the requirements of professional qualification, reception capacity and monitoring of a training program for students, support, orientation and social integration of our student, social repercussion in his sector within his local and regional scope. It also meets the profile of an institution committed to the Erasmus + program and all its objectives, highlighting its civic, environmental and training commitment to the European spirit. -Staff Training activity for the integration of minority students: immigrants, refugees and sectors at risk of social exclusion in European education and society. The institution chosen for teacher training, Shipcon Limassol Limited has accredited through various telematic contacts (due to the difficulty in establishing direct contact because of Covid_19 pandemic) the commitment to the aforementioned values and within its training strategy appear not a few activities around these and other fundamental principles established in ECHE 21-27. The chosen training activity accredits it and is a priority part of the strategy for equality, integration and non-discrimination that our institution has.

Specific mobility objectives

1: Mobility for students traineeship

1. Punctuality, seriousness, formality.
2. Acquire organizational skills at work.
3. Acquire the ability to analyze and assess technical construction problems
4. Acquire the ability to offer different answers to the same problem
5. Acquire the ability to enrich and develop an idea.
6. Acquire the ability to contribute creative solutions

7. Acquire the ability to participate in teamwork. Specific mobility objectives

2: Mobility for Staff training

.Understand the concept of cultural awareness and learn to deal with cultural differences

.In-depth knowledge of best practices and educational policies at schools for the integration of minorities, immigrants and refugee children

.Understand the need to adapt to organizational needs in the school environment.

.How to develop and implement integration policies at the institution.

.Understand the importance of national language acquisition for immigrants and refugees.

.Review of best practices related to complementary school activities in immigrant communities

Complementary objectives: (members of the ECHE charter principles) for both mobilities.

1. Acquire greater confidence in your own abilities, being more aware of your own talent and weaknesses.

2. Increase the ability to adapt to new situations.

3. Increase the ability to analyze and think critically

4. Increase tolerance towards other people and other ways of behavior.

5. to get more openminded and awaken curiosity towards new challenges.

6. Acquire greater citizen awareness and participation in the social and political vision in addition to awakening interest in what happens in the world. Increase sensitivity towards the concepts of democracy, justice, equality, citizenship and civil rights.

7. Improve decision-making capacity

8. Improve the ability to cooperate with people from other cultures and contexts.

9. Increase sensitivity to European issues.

Number, type and profile of participants.

Mobility 1. Mobility for students traineeship Interior Design student, upper cycle, female with a responsible attitude and high interest in mobility for the fulfillment of all the previous objectives. Mobility

2. Mobility for Staff training Professor of higher artistic education with educational and social concerns, high cooperation and involvement in the general teaching activity of the institution and in its Erasmus + program

Description of the activities carried out:

Mobility 1. Mobility for students traineeship

-Visits to works and facilities.

-Calculations of surfaces and capacities.

- Realization of preliminary projects.
- Realization of technical projects
- Analysis of measurements and budgets.
- Analysis of technical memories
- Analysis and practices of construction details and plans of work and / or workshop
- Participation in on-site measurements of premises, facilities, homes or others.
- Practice of searching in catalogs, interpretation of the data sought.

Mobility 2. Mobility for Staff training

- To understand the concept of "culture"
- Introduction to cultural awareness
- To Manage cultural differences
- The importance of inter-cultural communication
- Policies and measures in the school. -The student-teacher relationship.
- Adaptations in the organization of the institution.
- The school and its environment. -Relations with parents and immigrant and refugee communities.
- Integration policies and measures.
- Individual support for children from minorities, immigrant groups and refugees.
- Programs to support the general development of early childhood.
- Support for school achievement outside the educational system.
- Mentoring: methods and actors.
- Complementary education in immigrant communities.
- Language and integration.
- Relevance and importance of the national language.
- Individual conditions of acquisition of the national language.
- Best practices and policies for the acquisition of the national language throughout Europe.
- Diversity policies and the importance of integration.
- Anti-discrimination laws
- Affirmative actions.
- Importance of the integration of immigrant and refugee children in the societies of the European Union.

Results and impact achieved:

The aforementioned objectives have been achieved with a wide margin of fulfillment, acquiring the student an enriching experience in the labor and business field, in addition to increasing self-confidence, social, linguistic and professional skills as well as sensitivity towards other cultures, countries and social contexts.

In the case of staff mobility for training, the proposed objectives that are included within the policy of the institution for the integration of groups and minorities at risk of social exclusion have been satisfactorily met. The impact of this mobility will be used to affect the institution's policies in this area.